



RELEASED ITEMS

**ENGLISH LANGUAGE ARTS
GRADE 4**

Fall 2008

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Reference List:

“Adding Up the Clues”: Copyright © 2004 by Highlights for Children, Inc., Columbus, Ohio.

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PART 2

2A: INDEPENDENT READING SELECTION

DIRECTIONS:

Read the following selection and answer the questions that follow. You may look back at the selection as often as needed while working on Part 2A.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 2A of your **Answer Document** by completely filling in the circle next to the correct answer. Use only a No. 2 pencil. If you erase an answer, be sure to erase it completely.

You may not use any resource materials (such as dictionaries, grammar books, or spelling books) for this test.

DIRECTIONS: Choose the *best* answer for each question. You may look back at the selection as often as needed.

“Adding Up the Clues”

Questions 1 - 8

- 1 This selection, “Adding Up the Clues,” could *best* be described as
 - A a fable.
 - B a realistic story.
 - C a newspaper article.
 - D a folk tale.

- 2 Nina *most likely* had an unusual price for helping Sam because she
 - A enjoyed collecting something from each mystery she solved.
 - B knew that Sam could not afford to pay her.
 - C thought that she might not be able to solve the mystery.
 - D collected key chains as a hobby.

- 3 If this story continued, what would Sam and Nina *most likely* do next?
 - A Sam would give Nina a harmonica.
 - B They would clean Sam’s messy bedroom.
 - C They would finish their homework.
 - D Nina would help Sam find her payment.

- 4 As soon as Nina and Lily saw Sam's bedroom, they knew that
- A Sam was going to clean up his room.
 - B finding the abacus would be easy.
 - C Sam's mother would help them.
 - D their job was going to be difficult.
- 5 From the way Nina and Lily reacted to Sam's room at the beginning of the story, you can conclude that they
- A were not used to seeing such a messy room.
 - B thought Sam's room smelled.
 - C thought there would be a lot of clues in the room.
 - D were not able to have band practice in Sam's room.
- 6 Lily is *most likely* upset with Sam because he
- A lost her abacus.
 - B has a messy room.
 - C broke her abacus.
 - D invited a friend over.

- 7 Read this sentence from the selection.

Stacks of papers and books teetered, ready to fall.

Another word for teetered would be

- A wobbled.
 - B stumbled.
 - C tumbled.
 - D stacked.
- 8 Read this sentence from the selection.

Nina circled the room, stepping over piles of junk.

The author used these words to

- A describe the way Nina exited the room.
- B explain that Nina started cleaning.
- C describe how Nina started looking around.
- D explain how Nina enjoyed solving problems.

2B: PAIRED READING SELECTIONS

DIRECTIONS:

You will read two selections and answer some multiple-choice and written-response questions. You may look back at the selections as often as needed while working on Part 2B.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 2B of your **Answer Document**. For each multiple-choice question, completely fill in the circle next to the correct answer. Use only a No. 2 pencil. If you erase an answer, be sure to erase it completely.

Written-response questions require you to write your answer on the lines provided in your **Answer Document**. Answer the questions as completely as you can using one to three sentences.

You may not use any resource materials (such as dictionaries, grammar books, or spelling books) for any part of this test.

DIRECTIONS: Choose the *best* answer for each question. You may look back at the selection as often as needed.

Questions 9 – 30 not released. Descriptors provided for stem and foils.

R.CM.03.03

9 Compare animals within informational text

- A** Correct answer
- B** Incorrect comparison
- C** Incorrect comparison
- D** Incorrect comparison

R.IT.03.01

10 Identify purpose of text

- A** Correct answer
- B** Incorrect purpose
- C** Incorrect purpose
- D** Incorrect purpose

R.WS.03.08

11 Identify synonym

- A** Incorrect meaning
- B** Correct answer
- C** Incorrect meaning
- D** Incorrect meaning

R.CM.03.03

12 Draw conclusion

- A** Correct answer
- B** Incorrect conclusion
- C** Incorrect conclusion
- D** Incorrect conclusion

R.CM.03.02

13 Identify relevant detail

- A** Incorrect detail
- B** Incorrect detail
- C** Correct answer
- D** Incorrect detail

R.CM.03.01

14 Connect personal knowledge of character traits to text

- A** Incorrect trait
- B** Incorrect trait
- C** Correct answer
- D** Incorrect trait

R.WS.03.08

15 Use context to determine word meaning

- A** Correct answer
- B** Incorrect meaning
- C** Incorrect meaning
- D** Incorrect meaning

R.IT.03.01

16 Identify genre

- A** Incorrect genre
- B** Incorrect genre
- C** Incorrect genre
- D** Correct answer

R.IT.03.03

17 Explain use of headings

- A** Correct answer
- B** Incorrect explanation
- C** Incorrect explanation
- D** Incorrect explanation

R.CM.03.03

18 Compare how characters are alike in informational text

- A** Incorrect comparison
- B** Incorrect comparison
- C** Incorrect comparison
- D** Correct answer

R.CM.03.01

19 Connect personal knowledge to information in text

- A** Incorrect information
- B** Incorrect information
- C** Incorrect information
- D** Correct answer

R.IT.03.02

20 Identify informational text pattern

- A** Incorrect text pattern
- B** Correct answer
- C** Incorrect text pattern
- D** Incorrect text pattern

R.IT.03.03

21 Use caption to enhance understanding

- A** Incorrect understanding
- B** Correct answer
- C** Incorrect understanding
- D** Incorrect understanding

R.IT.03.03

22 Identify how authors use keywords

- A** Correct answer
- B** Incorrect key word
- C** Incorrect key word
- D** Incorrect key word

R.CM.03.02

23 Identify relevant detail

- A** Incorrect detail
- B** Incorrect detail
- C** Correct answer
- D** Incorrect detail

R.NT.03.04

24 Explain use of metaphor

- A** Correct answer
- B** Incorrect explanation
- C** Incorrect explanation
- D** Incorrect explanation

CROSS-TEXT QUESTIONS

DIRECTIONS: Questions 25 – 30 ask about *both* of the selections you read. Choose the *best* answer for each question. You may look back at the two selections as often as needed.

R.CM.03.03

- 25** Compare main ideas by selecting title for both texts

A Incorrect title
B Incorrect title
C Correct answer
D Incorrect title

R.CM.03.03

- 26** Compare how ideas are alike across texts

A Correct answer
B Incorrect idea
C Incorrect idea
D Incorrect idea

R.CM.03.03

- 27** Compare how animals are alike across texts

A Incorrect comparison
B Correct answer
C Incorrect comparison
D Incorrect comparison

R.CM.03.03

- 28** Compare author's message to readers across texts

A Correct answer
B Incorrect message
C Incorrect message
D Incorrect message

R.CM.03.03

29 Compare use of illustrations across texts

- A** Incorrect use of illustration
- B** Correct answer
- C** Incorrect use of illustration
- D** Incorrect use of illustration

R.CM.03.03

30 Compare ideas across texts

- A** Correct answer
- B** Incorrect idea
- C** Incorrect idea
- D** Incorrect idea

PART 3

WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

You will be given a theme and a number of ways to write about it. You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

You may not use any resource materials (such as dictionaries, grammar books, or spelling books) for this test. Use only a No. 2 pencil.

Use the checklist for Part 3 to help with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written on the lines in Part 3 of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

Turn the page and follow along as I read the prompt to you.

WRITING FROM KNOWLEDGE AND EXPERIENCE

31 WRITE ABOUT THE THEME: CHANGE

Your life changes as you get older. For example, you can now do things you could not do before. Think about things that have changed in your life. Write about change.

Do **ONLY ONE** of the following:

describe something that changed in your life and tell how it worked out

OR

tell about a time when you or someone you know had to make an important change

OR

describe how someone you know has changed over time

OR

write about change in your own way.

PART 3: CHECKLIST FOR WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written on the lines in Part 3 of your **Answer Document**.

CHECKLIST:

- _____ Do I have a clear central idea that connects to the theme?
- _____ Do I stay focused on the theme?
- _____ Do I support my central idea with important details/examples?
- _____ Do I need to take out details/examples that DO NOT support my central idea?
- _____ Do I use a variety of words, phrases, and/or sentences?
- _____ Have I spelled, punctuated, and capitalized my writing to help readers understand it?

NOTES/PLANNING

NOTES/PLANNING

PART 4

4B: STUDENT WRITING SAMPLES

DIRECTIONS:

You will read two student writing samples silently and answer some questions. You may look back at the student writing samples as often as needed.

You may underline, highlight, or write notes in this booklet to help you, but you must mark all of your answers in Part 4B of your **Answer Document** by completely filling in the circle next to the correct answer. Use only a No. 2 pencil. If you erase an answer, be sure to erase it completely. You may not use any other paper.

You may not use any resource materials (such as dictionaries, grammar books, or spelling books) for any part of this test.

REVISING AND EDITING THE STUDENT WRITING SAMPLES

Student Writing Sample #2

Sample not released.

Questions 32 – 36 not released. Descriptors provided for stem and foils.

W.PR.03.01

32 Identify writer's purpose

- A** Correct answer
- B** Incorrect purpose
- C** Incorrect purpose
- D** Incorrect purpose

W.SP.03.01

33 Edit spelling; contractions

- A** Target word misspelled; incorrect contraction
- B** Correct answer
- C** Target word misspelled; incorrect homophone
- D** Target word misspelled; incorrect homophone

W.GR.03.01

34 Edit punctuation; commas in a series

- A** Incorrect spelling of homophone
- B** Incorrect use of comma
- C** Correct answer
- D** Incorrect spelling of homophone

W.PR.03.04

35 Identify problem in sentence

- A** Correct answer
- B** Incorrect problem - punctuation
- C** Incorrect problem - spelling
- D** Incorrect problem – needs more information

W.PR.03.03

36 Identify additional information to include in draft

- A** Irrelevant information
- B** Irrelevant information
- C** Correct answer
- D** Irrelevant information

REVISING AND EDITING THE STUDENT WRITING SAMPLES

Student Writing Sample #3

My dad's van looked really dirty, so I thought I'd lend a hand. I get a bucket, some soap, a towel, the hose, a sponge, and a brush for the tires. Then I started working.

It was hard labor and it took a long time. I connected the hose to the faucet added the spray tip to the end, and turned it on full blast. I had to rinse the car, but this part didnt take long. Next I had to scrubbed the van with soap. The whole time I was doing this, I thought about my dad and how I was helping him out.

When I was completely done it made me feel really good inside. My dad came outside and saw it. He was amazed and proud. (That's what he told me.) So if you ever get a chance to help someone with something, do it because you will find that not only does it make that person happy, but it makes you feel happy as well.

Questions 37 – 44

37 Which of the following would be the *best* topic sentence for the sample?

- A Helping others can be a rewarding experience.
- B My dad is the proudest dad in the world.
- C Washing a van is a quick, easy way to help someone.
- D On a hot day, washing a van is the best way to stay cool.

38 Read the sentence below.

My dad’s van looked really dirty, so I thought I’d lend a hand.

Which sentence has been fixed or edited correctly?

- A My dad’s van looked reelly dirty, so I thought I’d lend a hand.
- B My dad’s van looked really dirty, so I thought I’d lend a hand.
- C My dad’s van looked really dirty, so I thot I’d lend a hand.
- D My dad’s van lookt really dirty, so I thought I’d lend a hand.

39 Read the sentence below.

I get a bucket, some soap, a towel, the hose, a sponge, and a brush for the tires.

Which sentence has been fixed or edited correctly?

- A I got a bucket, some soap, a towel, the hose, a sponge, and a brush for the tires.
- B I get a bucket, some soap, a towle, the hose, a sponge, and a brush for the tires.
- C I get a bucket, some soap, a towel, the hose, a sponge, and a brush for the tires.
- D I get a bucket, some soap, a towel, the hose, a sponge, and a brushes for the tires.

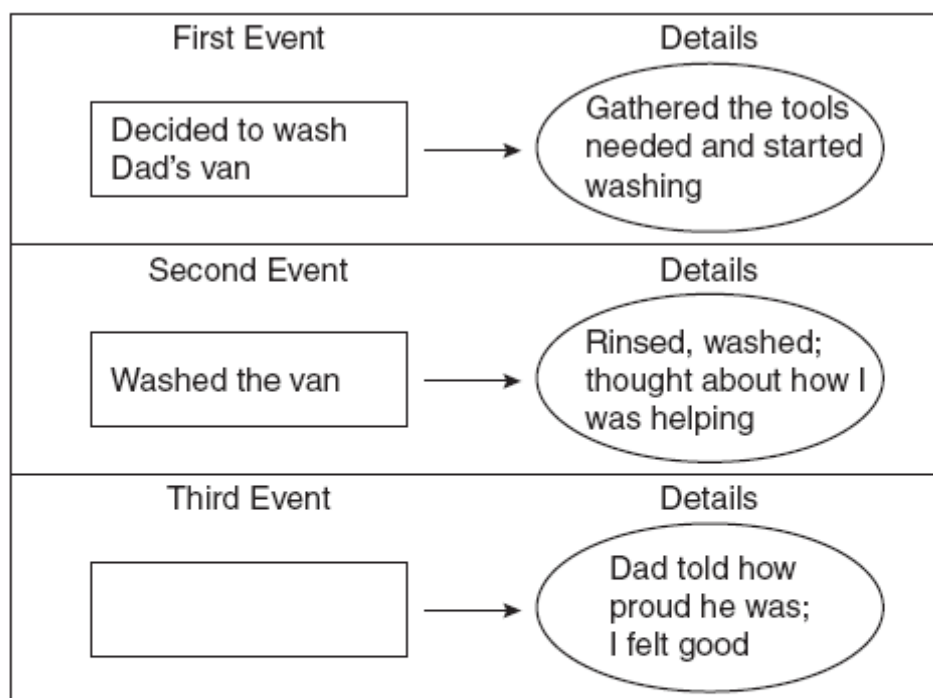
40 Read the sentence below.

Next I had to scrubbed the van with soap.

Which sentence has been fixed or edited correctly?

- A Next I has to scrubbed the van with soap.
- B Next I have had to scrubbed the van with soap.
- C Next I had to scrub the van with soap.
- D Next I had to scrubs the van with soap.

- 41 Look at the graphic organizer that the writer made.



What goes in the empty box?

- A Cleaned inside the van
- B Rinsed the van
- C Dad came outside
- D Dad paid me

42 Why did the author *most likely* write this sample?

- A to encourage the reader to wash a van
- B to teach the reader how to wash a van
- C to explain how to earn extra money
- D to describe how the author helped the father

43 Read the sentence below.

I had to rinse the car, but this part didnt take long.

Which sentence has been fixed or edited correctly?

- A I had to rinse the car, but this part did'nt take long.
- B I'd to rinse the car, but this part didnt take long.
- C I've rinse the car, but this part didnt take long.
- D I had to rinse the car, but this part didn't take long.

44 Which of the following would be the *best* title for this student writing sample?

- A "A Van in Need"
- B "My Dad, the Boss"
- C "A Happy Helper"
- D "My First Real Job"

PEER RESPONSE TO STUDENT WRITING SAMPLE #3

DIRECTIONS:

Write a response to the question below. You may look back at Student Writing Sample #3 as often as needed.

45 Is the student writing sample organized in a way that helps the reader understand what happened? Yes or No?

Use examples and details from Student Writing Sample #3 on page 19 to support your answer.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written on the lines in Part 4B of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

PART 4B: CHECKLIST FOR THE PEER RESPONSE TO STUDENT WRITING SAMPLE #3

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written on the lines in Part 4B of your **Answer Document**.

CHECKLIST:

- _____ Do I clearly answer the question that was asked?
- _____ Do I support my answer with details from the student writing sample?
- _____ Is my response complete?

NOTES/PLANNING

Scoring Key: Part 2A: Independent Reading Selection

Item Number	Correct Answer	GLCE	Description
1	B	R.NT.03.02	ID/describe a variety of narrative genre
2	A	R.CM.03.02	Retell text with relevant details
3	D	R.CM.03.03	Compare/contrast relationships within/across texts
4	D	R.NT.03.03	ID thoughts/motivations, themes, main idea, lesson
5	A	R.NT.03.03	ID thoughts/motivations, themes, main idea, lesson
6	A	R.NT.03.03	ID thoughts/motivations, themes, main idea, lesson
7	A	R.WS.03.08	Determine meaning of words/phrases in context
8	C	R.NT.03.04	Explain how authors use literary devices

Scoring Key: Part 2B: Paired Reading Selections

Item Number	Correct Answer	GLCE	Description
9	A	R.CM.03.03	Compare/contrast relationships within/across texts
10	A	R.IT.03.01	ID/describe a variety of informational genre
11	B	R.WS.03.08	Determine meaning of words/phrases in context
12	A	R.CM.03.03	Compare/contrast relationships within/across texts
13	C	R.CM.03.02	Retell text with relevant details
14	C	R.CM.03.01	Connect understanding to world themes/perspectives
15	A	R.WS.03.08	Determine meaning of words/phrases in context
16	D	R.IT.03.01	ID/describe a variety of informational genre
17	A	R.IT.03.03	Explain how authors use text features
18	D	R.CM.03.03	Compare/contrast relationships within/across texts
19	D	R.CM.03.01	Connect understanding to world themes/perspectives
20	B	R.IT.03.02	Identify informational text patterns
21	B	R.IT.03.03	Explain how authors use text features
22	A	R.IT.03.03	Explain how authors use text features
23	C	R.CM.03.02	Retell text with relevant details
24	A	R.NT.03.04	Explain how authors use literary devices
25	C	R.CM.03.03	Compare/contrast relationships within/across texts
26	A	R.CM.03.03	Compare/contrast relationships within/across texts
27	B	R.CM.03.03	Compare/contrast relationships within/across texts
28	A	R.CM.03.03	Compare/contrast relationships within/across texts
29	B	R.CM.03.03	Compare/contrast relationships within/across texts
30	A	R.CM.03.03	Compare/contrast relationships within/across texts

Scoring Key: Part 3: Writing From Knowledge and Experience
Part 4B: Student Writing Samples

Item Number	Correct Answer	GLCE	Description
31	E	W.PR.03.01	Consider audience and purpose for writing
32	A	W.PR.03.01	Consider audience and purpose for writing
33	B	W.SP.03.01	Spell correctly freq./less freq. encountered words
34	C	W.GR.03.01	Write with or ID correct grammar and usage
35	A	W.PR.03.04	ID peer's text needing improved sequence
36	C	W.PR.03.03	Vary sentences to change speed or create mood
37	A	W.PR.03.03	Vary sentences to change speed or create mood
38	B	W.SP.03.01	Spell correctly freq./less freq. encountered words
39	A	W.GR.03.01	Write with or ID correct grammar and usage
40	C	W.GR.03.01	Write with or ID correct grammar and usage
41	C	W.PR.03.02	Apply or ID a variety of pre-writing strategies
42	D	W.PR.03.01	Consider audience and purpose for writing
43	D	W.GR.03.01	Write with or ID correct grammar and usage
44	C	W.PR.03.01	Consider audience and purpose for writing
45	E	W.PR.03.03	Vary sentences to change speed or create mood